



TEXAS
Health and Human
Services

**Texas Department of State
Health Services**

Medical Home Learning Collaborative

FY20, Q4

July 15, 2020

Housekeeping

- All lines are in listen only mode
 - To speak, click the raise hand icon and the organizer will unmute your line
- If your computer does not have a mic, please use the phone for audio (phone is preferred)
 - Dial audio pin to enable audio
- Use the Question box to:
 - Communicate with organizers
 - Ask the speaker a question
 - Get help with technical difficulties
- Today's call will be recorded
- Agenda and PDF of slides are available in the Handouts section

Agenda

1. Welcome & Housekeeping
2. Assessing Family-Centered Care & Family Engagement in Systems
3. CSHCN Systems Development Group Updates
4. Upcoming Events and Webinars
5. Health Equity
6. Resources
7. Adjourn

Assessing Family-Centered Care & Family Engagement in Systems

Clarissa Hoover

Program Director

Family Voices



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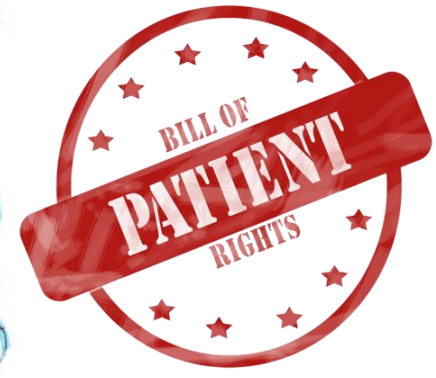
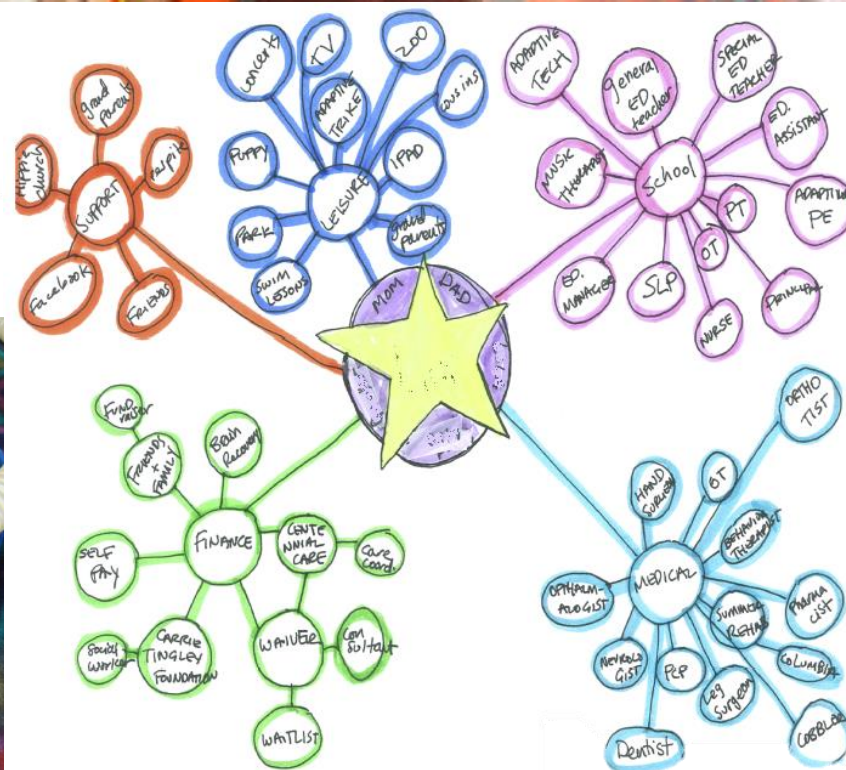
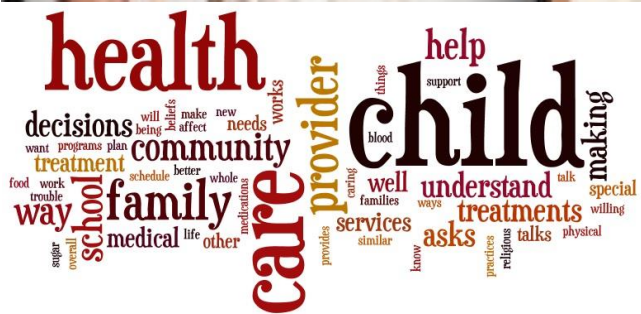
Overview

- Understanding family centeredness
- Understanding family engagement
- Family-Centered Care Assessment (FCCA)
- Family Engagement in Systems Assessment Tool (FESAT) and Toolkit

Family-centeredness

- Welcomes and celebrates diversity
- Family as the constant in a child's life
 - Specialists with every needed branch of expertise
- Privileges the family over systems, healthcare providers, paradigms
 - Who sets the goals?
- Whole child, whole family
- Strengths orientation
 - Not control orientation, problem orientation

Individual-level Family Engagement



Systems-level Family Engagement

OUR SIX PILLARS OF LEARNING



THE FUNDAMENTAL ESSENTIALS OF NURSING CARE

Exeter Nurses will be nurses first and foremost. They will be expert at caring for individuals, and in helping them perform the core activities that contribute to health, recovery or dignified death; activities that the individual would perform by themselves if they had the necessary strength, will or knowledge.



PATIENT AND PUBLIC INVOLVEMENT

Exeter Nurses will uphold the principle of 'nothing about us without us' in all their interactions with patients, carers and members of the public. The people we care for are our equals and partners.



EVIDENCE FOR PRACTICE

The Exeter nurse will be a scientist practitioner, accessing, using and producing the research evidence for their practice when planning and delivering care in every nursing encounter.



NO HEALTH WITHOUT MENTAL HEALTH

The Exeter Nurse will always consider and act to ensure the mental health of patients and the public is as important as their physical health.



LEADERSHIP AND MANAGEMENT

The Exeter Nurse will lead by example, ensuring that healthcare is efficient, effective and evidence-based, and inspiring confidence in others who are delivering, or receiving, healthcare.



GLOBAL HEALTH

The Exeter nurse will deliver health care in the context of a drive for worldwide health improvement (including mental health), reduction of disparities, and protection against global threats that disregard national borders.



Otsuka's 12-Point Framework for Innovation in Mental Health

1. "Nothing about us, without us"
2. Clean tools for messy problems
3. New solutions, but old problems
4. Push and pull
5. Adaptable solutions
6. Bridging the communications gap
7. Privacy, security, and consent
8. Innovation in both design and delivery
9. Unmet Need: Adherence
10. Unmet Need: Preventing Relapse Through Early Detection
11. Unmet Need: Promoting Wellness
12. Unmet Need: Education and Self-Advocacy

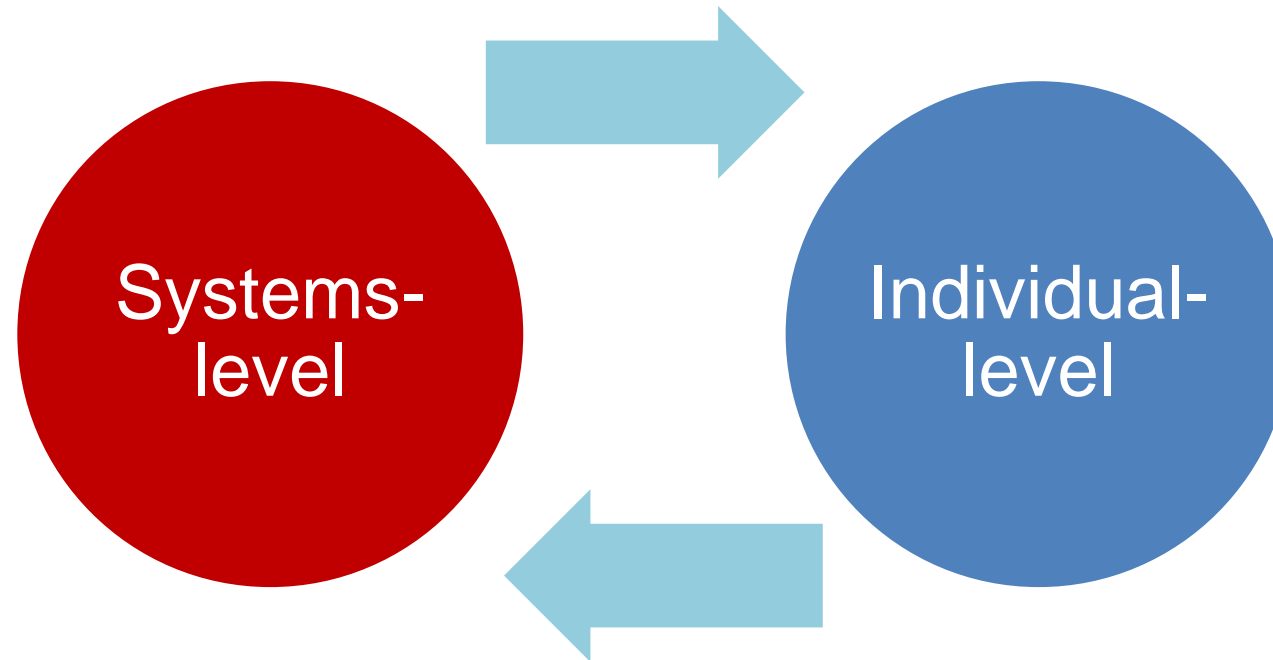


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**NOTHING
ABOUT US
WITHOUT US.**



Family-Engaged Healthcare System



FCCA-F Tool

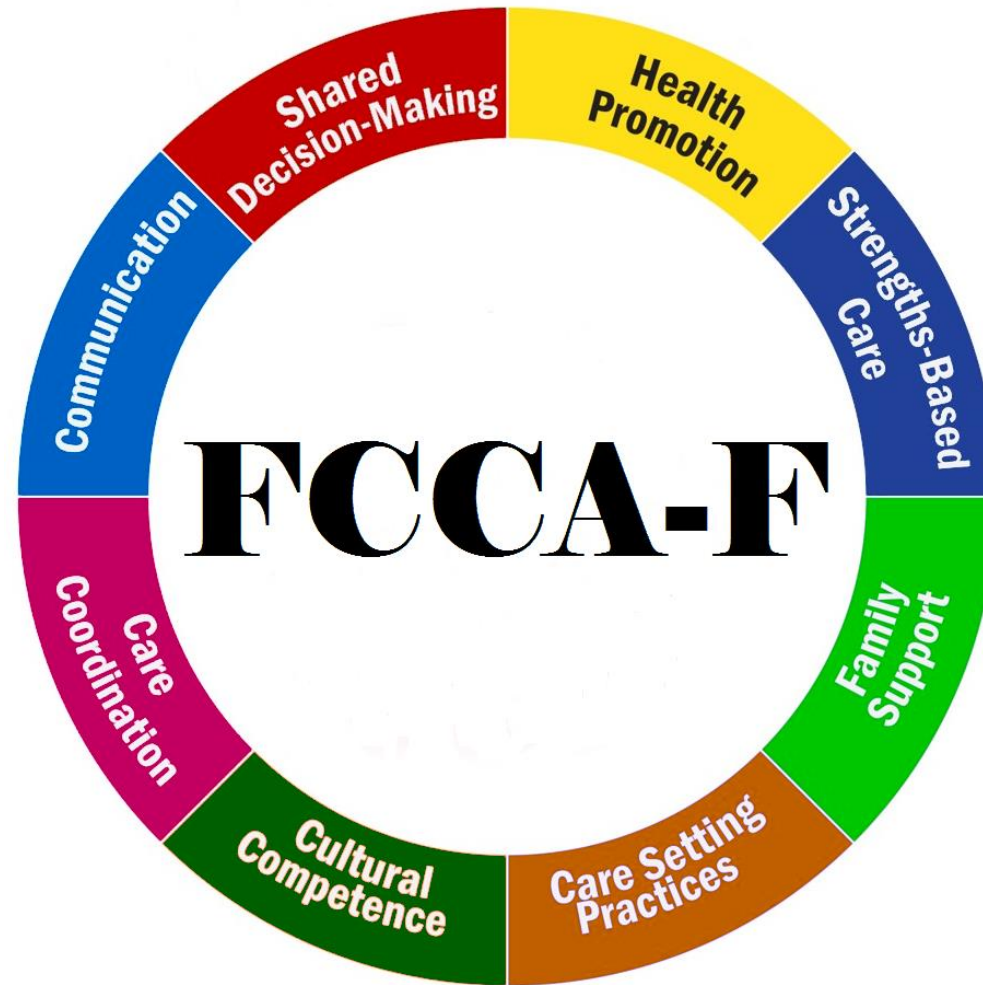
National Center for
Family  **Professional Partnerships**
a project of FAMILY  VOICES[®]

Family-Centered Care Assessment
for Families
(FCCA-F)

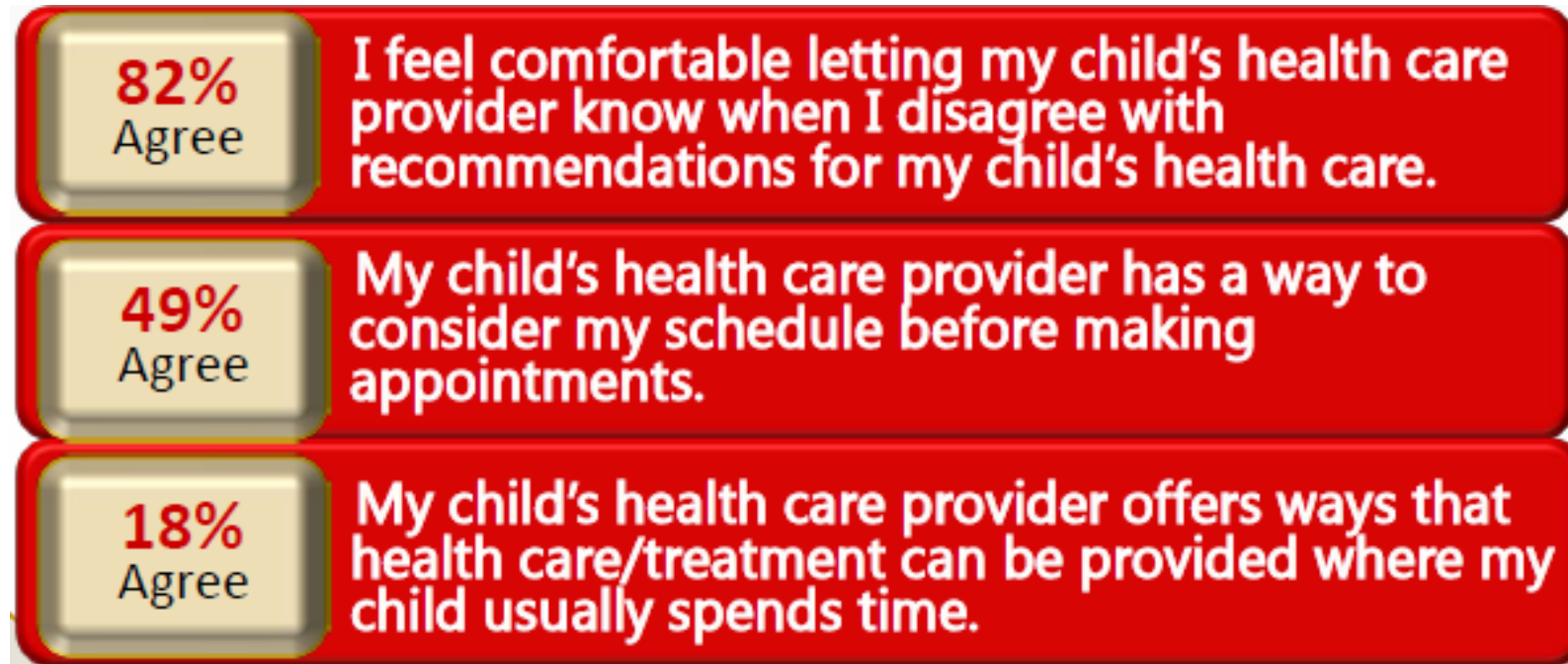
FCCA History

- Convening April 2007
 - Families and professionals
- Convening June 2008
 - Families and professionals
- Self-assessment released Sept 2008
 - Family Voices staff
- Revisions and validation 2011-2013
 - Family Voices staff and consultants

Family-Centered Care



Sample FCCA questions



Wells, N., Bronheim, S., Zyzanski, S., & Hoover, C. (2015). Psychometric evaluation of a consumer-developed family-centered care assessment tool. *Maternal and child health journal*, 19(9), 1899-1909.

FCCA: Three Uses

- **Understand family-centeredness** by using the FCCA as a topic for discussion and training.
- Assess **impact of family-centeredness** on outcomes such as child health, family stress, and satisfaction.
- Assess **family-centeredness as an outcome**, for example, after a quality improvement project.

What would it look like if...

When making decisions about my child's health care, my child's health care provider and I talked about how the health care decisions for my child would affect my whole family?

My child's health care provider recognized my strengths in caring for my child?

My child's health care provider talked with me about what I hope for my child's future?

Family Engagement in Systems Tools



FESAT History

- Framework 2018
 - Literature review, key informant interviews
 - Family Voices staff, research partners, expert workgroup
- Assessment 2018-2019
 - Cognitive interviews, pilot testing
 - Family Voices staff, consultants, expert workgroup
- Toolkit 2019
- Dissemination 2019-2020 (proposed)
 - Community of Practice
 - Use cases

Framework for Assessing Family Engagement



Sample Items



Family Engagement in Systems Assessment Tool
(FESAT)

Commitment

- The organization uses written policy that requires family engagement in systems-level initiatives.

Transparency

- I had the support I needed to understand my partnership role (for example, a mentor within or outside of the organization).

Representation

- Families who collaborated in the initiative were representative of the population served by the initiative.

Impact

- The organization engaged families in choosing goals for the initiative.

FESAT: Three Uses

- **Guide** the design of systems-level initiatives to ensure meaningful family engagement
- **Assess** how well an organization engaged families
- **Improve** efforts over time towards meaningful family engagement

What would it look like if...

- The organization acknowledged the contributions family leaders made to a systems-level initiative?
- Participants had a clear understanding of the initiative that staff and families worked on together?
- Family leaders were representative of races and ethnicities of the populations served by the initiative?
- The organization worked together with family leaders to implement the initiative?

Using Your Results

- Identify domains of strength – where families felt supported in their role – had all the information and support they needed to partner and participate
- Identify domains for improvement – where the organization could better support families and staff in their partnership roles so they can make meaningful contributions to the initiative

FES Toolkit



Family Engagement in Systems
(FES) Toolkit: A Compilation of Strategies
and Resources

- Organized by the four domains of family engagement
- Collection of strategies and resources organizations can use to improve family engagement
- Use as a standalone resource or as a companion document to the FESAT

Checklist to Guide the Design of Family Engagement Initiatives

Domain 1: Commitment	Yes	No	Some what	Don't know
The organization uses written policy that requires family engagement in systems-level initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization has one or more champions of family engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization acknowledges the contributions family leaders make to systems-level initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization's budget includes funding for family leaders' time and/or other costs they incur (for example, travel, child care).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization provides adequate time for staff to implement changes that result from family engagement in systems-levels initiatives (for example, educating staff about new policies).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 2: Transparency	Yes	No	Some what	Don't know
The organization conducted activities to understand the issues faced by the children and families they serve (for example, used data or conducted a focus group).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization ensures all staff and families have a clear understanding of the initiative they will work on together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization provides the supports families and staff need to understand their partnership role (for example mentors/coaching).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization ensures all participants have the supports they need to participate in meetings (for example, physical access, interpreters, time away from other work responsibilities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The organization ensures all participants have the information they need to participate in meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Download the Tools

Family Engagement In Systems Assessment Tools

<https://familyvoices.org/fesat-request-form/>

Family Centered Care

<https://familyvoices.org/familycenteredcare/>



Questions, Comments, Discussion...



For Additional Questions & TA

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Thank You



CSHCN Systems Development Group Updates



Child and Adolescent Health Branch

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- CSHCN Systems Development Group:
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Ivy.Goldstein@dshs.Texas.gov
- Adolescent Health: Cristell.Perez@dshs.Texas.gov
- Child Health: Claire.Niday@dshs.Texas.gov
- Program Specialist for entire branch: Megan.Holter@dshs.Texas.gov
- Administrative Assistant: Rosie.Alier@dshs.Texas.gov

Events and Resources



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Upcoming Events

- [Summit: Disruptors and Transformers](#)
 - July 21-24. Expert panelists will explore the short and long-term impacts of the COVID-19 crisis and its potential to significantly transform our health care system during this week-long Virtual Summit.
- [From Hurricane Katrina to Paradise Wildfires, Exploring Themes in Disaster Human Services: Workshop 1 - Children and Youth in Disasters](#)
 - Jul 22-23, 11-2:00. The workshop discussions will inform disaster response coordination and transition to reconstitution of routine service delivery programs
- [#ADA30 Summit](#)
 - July 27-31, 2-4:00. RespectAbility Celebrates the 30th Anniversary of the Americans with Disabilities Act. You are invited to join RespectAbility for five fantastic sessions that prepare people with disabilities and the disability community for a better future.
- [Developing and Sustaining Effective Parent Advisory Committees](#)
 - July 28-26, 12:30-5:30. Whether Programs are exploring setting up a new Parent Advisory Committee, or seeking to strengthen an existing one, this training will provide staff with the strategies and tools to develop an effective one.

Upcoming Webinars

- [Caring for People with Mental Health and Substance Use Disorders in Primary Care Settings: Part 2](#)
 - July 29, 1-4:30. This webinar will examine approaches to facilitate the delivery of essential components of care for people with mental health and substance use disorders in primary care settings
- [Active Play for All Children: Building Evidence and Advancing a Culture of Health](#)
 - July 16, 2-3:30. This web forum will examine the current state of youth physical activity including current trends, park usage, youth empowerment, and temporary play activations, all with a stated focus on health equity
- [COVID-19's Adverse Impact on Mental Health Access for People of Color](#)
 - July 21, Presenters will discuss how COVID-19 exacerbated the adverse impact of behavioral health care access for special populations, specifically BIPOC, and how integrating behavioral health services with primary care can benefit these groups

Save the Date

- [National Summit on the Social Determinants of Health](#)
 - October 5-7, 2-5:30. The National Summit is an annual opportunity for leaders from across disciplines to learn how to scale and implement sustainable solutions to help achieve health equity through meaningful collaboration.
- [National Family Support Network Together for Families Conference](#)
 - October 14-16. Designed for practitioners at the program, systems, and funder levels, this conference will provide valuable opportunities for learning from expert presentations, innovation sharing, peer learning, and networking.
- [21st Annual Chronic Illness and Disability Conference: Transition from Pediatric to Adult-Based Care](#)
 - October 29-30. This conference will include discussion on the legal issues involved in healthcare transition, as well as time to meet and talk with faculty in small groups, to exchange ideas among participants, and to share knowledge and information about how best to plan for a successful transition to adulthood.

Health Equity

- [COVID-19 and Communities of Color: Implications for Health Literacy](#)
 - This webinar recording explores best or successful health literacy strategies that health professionals, community organizations, and individuals can use to promote health equity in communities of color, particularly during the current COVID-19 pandemic
- [Four Steps to Address Racism's Impact on Maternal and Child Health](#)
 - From practicing cultural humility to learning how to be an ally, each strategy can help those working in maternal and child health better address and respond to the effects of racism.
- [Aligning Science, Practice, and Policy to Advance Health Equity](#)
 - This report applies neurobiological and socio-behavioral sciences to identify needed policy actions, program development, practice changes, systems reform, and research priorities to advance health equity.
- [Five Trainings for Health Professionals to Integrate Racial Equity into Practice](#)
 - To build skills, knowledge, and learning for health professionals, the Public Health Foundation has curated a set of five high quality, recent, and complementary trainings.

Trainings and Articles

- New Texas Health Steps Modules
 - [Youth Suicide: Addressing Risks, Plans and Behaviors, Hearing and Vision Screening, Oral Health for Primary Care Providers](#)
- Ways to Promote Children's Resilience to the COVID-19 Pandemic
 - [This resource](#) explores protective factors that can contribute to children's adaptability in the face of adversity
- Preventing Adverse Childhood Experiences (ACEs) Training for Pediatric Medical Providers
 - [This training](#) focuses on the central role that pediatric medical providers play in understanding, recognizing, preventing, and treating ACEs and their consequences
- Children with special health care needs face challenges accessing information, support, and services
 - [This issue brief](#) examines the most recently available data on children and youth with special health care needs and their families.

Videos and Webinar Recordings

- Relationship-Centered Care: Needed Now More Than Ever
 - [Webinar Recording Here](#)
- Best Practices for Patient-Clinician Communication for People with Disabilities in the Era of COVID-19
 - [Webinar Recording Here](#)
- Supporting the Emotional Needs of Youth During COVID-19
 - [Webinar Recording Here](#)
- Make Online Trainings Accessible
 - [Webinar Recording Here](#)
- Emergency Planning: Preparing for the Unexpected
 - [Webinar Recording Here](#)

Additional Information

- [Research Study – Experiences of Young Adults With Disabilities, the Internet, and Work](#)
 - Survey participants must: Identify as having a disability; be 18-24 years old; work or be currently seeking employment; and live in the United States. The research involves an online survey that includes questions about how and where you work, how you use different social networking websites, and your familiarity with disability rights-related issues. Survey participants can enter a drawing for one of eight \$50 Amazon gift cards.
- [Share your COVID-19 Story](#)
 - The Association of University Centers on Disabilities, is currently collecting stories related to disability and COVID-19. They need your help collecting stories for Texas.
- [Families Needed for Home Literacy Study](#)
 - TAMU is looking for families with children ages 3-5 years old with and without autism spectrum disorder. They are interested in what takes place when parents and children share books together. Participants will receive a \$40 Walmart gift card.

Upcoming Meetings

- Transition to Adulthood Learning Collaborative
 - August 10, 12 pm – 1:30 pm CT
- Medical Home Learning Collaborative
 - October 14, 10 – 11:30 am CT (Date and time subject to change)

Thank you!

Please take the post-call survey. We value your feedback!

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